



OUR GOVERNOR BEHAVIOUR PRINCIPLES

- All pupils, staff and visitors have the right to feel safe, supported, valued and respected, and to learn and work in a calm, orderly environment free from disruption, intimidation, harassment or harm.
- The school is an inclusive community where equality, diversity and fairness are actively promoted, and discrimination, harassment or victimisation of any kind is not tolerated.
- Positive relationships lie at the heart of effective behaviour. All children have the right to build a positive, trusting relationship with at least one adult within the school.
- Staff, pupils and volunteers are expected to consistently model high standards of behaviour, attitudes and relationships in line with the Chilvers Promise and the Chilvers Champions values.
- Behaviour expectations, rewards, sanctions and the use of positive handling are clearly defined, understood and applied consistently by staff, in line with the Behaviour and Relationships Policy and statutory guidance.
- Governors expect a wide range of rewards to be used to recognise, encourage and celebrate positive behaviour, effort and achievement, particularly those that reflect the Chilvers Promise and school values.
- The Chilvers Promise and school values are explicitly taught, consistently reinforced and clearly understood by pupils, staff and parents, providing a shared language and approach to behaviour across the school.
- All children have the right to learn without disruption, enabling them to achieve their full potential and develop positive attitudes towards learning.



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- Governors recognise that behaviour is a form of communication. The use of rewards and sanctions must take account of the individual child and the context of the behaviour. The Headteacher is expected to exercise professional judgement and discretion, ensuring that responses are fair, consistent, proportionate and reasonable, with due regard to SEND, disability, trauma, mental health and the needs of vulnerable pupils.
- Anti-social or challenging behaviour may indicate unmet needs, emotional distress or difficulties with self-regulation. Staff are expected to seek to understand underlying causes and to support pupils through restorative approaches that help them reflect on their actions, repair relationships and understand the impact of their behaviour on others.
- Pupils are supported and encouraged to take responsibility for their actions and to develop self-discipline, empathy, resilience and respect for others.
- Early identification, support and intervention are prioritised to prevent escalation of behaviour concerns, with support from external agencies sought where appropriate.
- Governors expect the school to work in partnership with parents and carers to promote positive behaviour and to support pupils in meeting behavioural expectations.
- Exclusion, whether fixed-term or permanent, will only be used as an absolute last resort. All exclusions will be carried out in line with statutory requirements and Local Authority guidance, and will be reported to the Local Authority and the Governing Body.